



# *Bat Bulletin*

## Post Lesson Plan 3

**Age:** K - 2

**Setting:** Classroom

**Standards:** Environment and Ecology: 4.3.4.C(3), 4.6.4.A(3,4,6,10); Communication Arts: 1.1.3.C,D,E,G(1-4), 1.2.3.A(3), 1.4.3.B; 1.6.3.A(1), B(2,3,5), D(1-4), E(1-3), 1.8.3.A, B(1, 2, 4)

**Objectives:** Students will be able to:

- Correct common myths about bats
- Understand how bats are important economically and ecologically
- Discuss and write about the ideas presented using their own language
- Collect and organize information into presentation form
- Participate in decision making processes in collaborative setting

**Overview:** Students will be creating a bulletin for others to read concerning the myths and misconceptions about bats. They will be portraying all that they learned during the unit. They will be working in collaborative groups to come up with topics to write about and to add to the bulletin as a whole. The bulletin will be distributed in school and to the student's parents.

**Materials:** bat books                  glue                  scissors                  black felt pen                  white paper

**Procedure:**

1. Ask students to share some of what they have discovered about bats that they didn't know before - record answers in a concept web.
2. Explain that most people are in the same position we were before we started studying bats. For this reason, many bats are killed and tormented for no reason.
3. Suggest making a class newsletter about bats to help other classes, parents and friends understand bats better.
4. Brainstorm topics that should be included in the newsletter.
5. Have students work in cooperative groups on producing an article selected from the above list (web and from the myth lesson).
6. Roles in the group are: Reader/ Writer/ Illustrator/ Editor
7. As material is written, the Editor brings it to the teacher for comments. The teacher then returns them so that any revisions can be made. The students can create word searches, information pieces, a "Did you know?" column, etc.
8. When approved, the articles are submitted for typing (student or teacher-generated, dependant upon grade level).
9. The Illustrators from each group will meet with the teacher to discuss where it should go and what it should include.
10. The group Editors approve their copy, and the Readers help in the printing.
11. Distribute the newsletter to other classes and to parents. Ask for feedback.
12. Ask class if they wish to write a class letter to Bat Conservation International to inquire about their newsletter. This can be conducted during a writing lesson.

**Assessment:**

The teacher will ask students why we should write this newsletter and talk to people about bats. This will be a review of all the misconceptions and myths they learned about. The class, the teacher, other students, and parents will review the newsletter for evidence of new, positive attitudes towards bats.

## **Bat Bakery** *(taken from an internet site about bats)*

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### **Objectives:**

- share in their own words, ideas which are read and discussed (C)
- summarize information in a variety of ways (CCT)
- work cooperatively and contribute positively in group learning activities (PSVS)

### **Materials:**

- bat books or information sheets
- food cut-outs (e.g. fruit, flowers, animals, insects)
- cookie dough and cookie sheets
- decorations (e.g. raisins, chocolate sprinkles)
- plastic knives

### **Objectives:**

- Students will learn that bats eat many kinds of food

### **Procedure:**

Introduction: (15 min.)

- Ask students for ideas of what they might see if they went to an imaginary Bat Bakery
- Tell them they can visit one in the afternoon, but it will take a little work

Main Procedure: (60 min.)

- Have students move into the cooperative groups established in earlier activities
- Explain the procedure while introducing the group roles:
  1. Reader - reads from book or information sheet about the eating habits of the species of bat the group worked on previously
  2. Writer - writes down the kinds of food the species of bat eats and confirms the discovery with the teacher, receiving at that time a cutout of that food type
  3. Cutter - goes for cookie dough that the teacher has rolled out on a sheet and proceeds to cut out cookies by cutting around the food cut-out with a plastic knife
  4. Decorator - adds features to the cookie cut-out using the decorations provided
- Before starting, review with the students what “waiting your turn” should look and sound like!
- Explain that cookies will be baked over the noon hour and the class will be able to visit the “Bat Bakery” in the afternoon.

Closure: (30 min.)

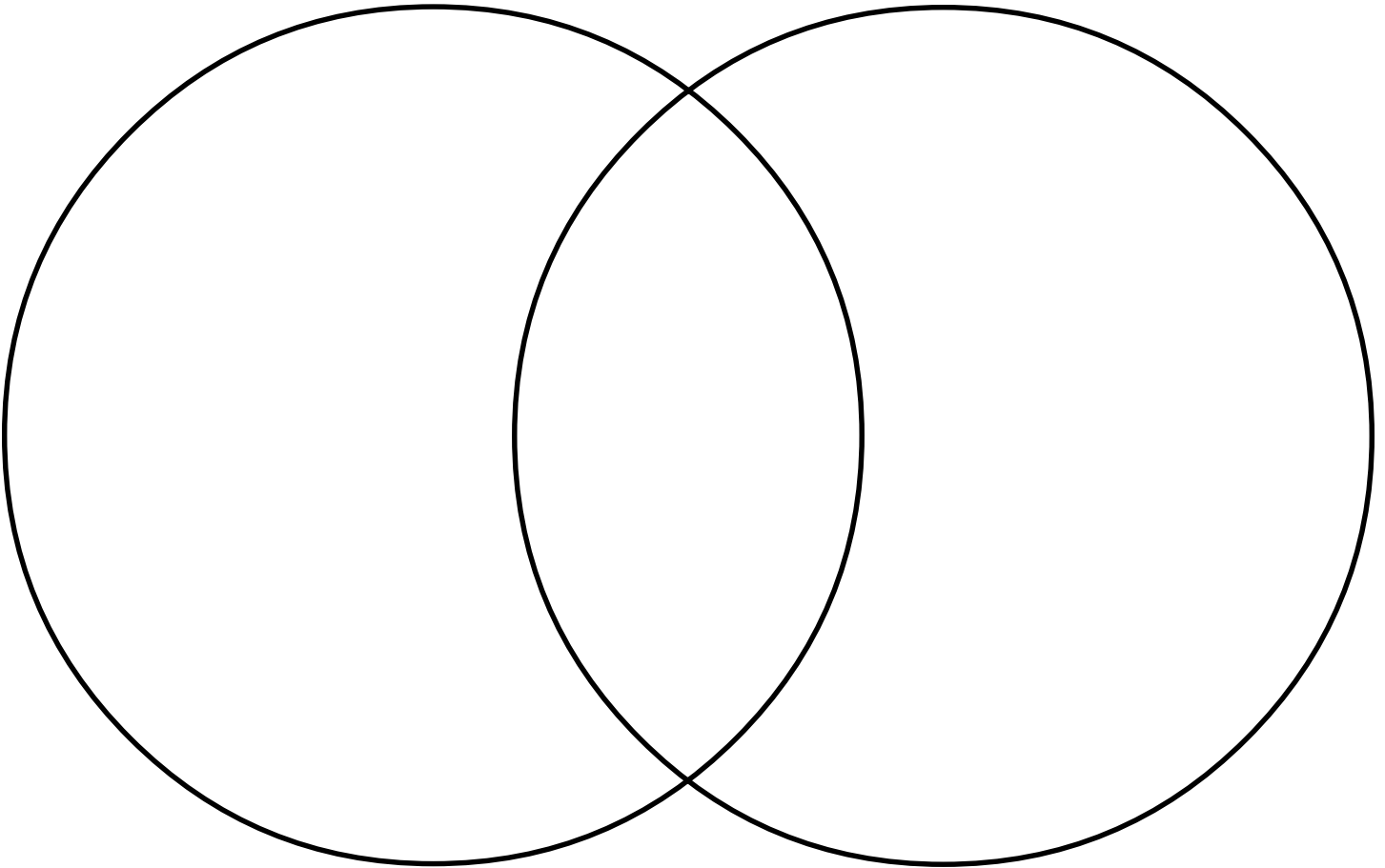
- One by one, the writers from each group present the kind of cookie specific to their groups’ species.
- When the presentations are complete, everyone gets a cookie from the “Bat Bakery”.

### **Evaluation:**

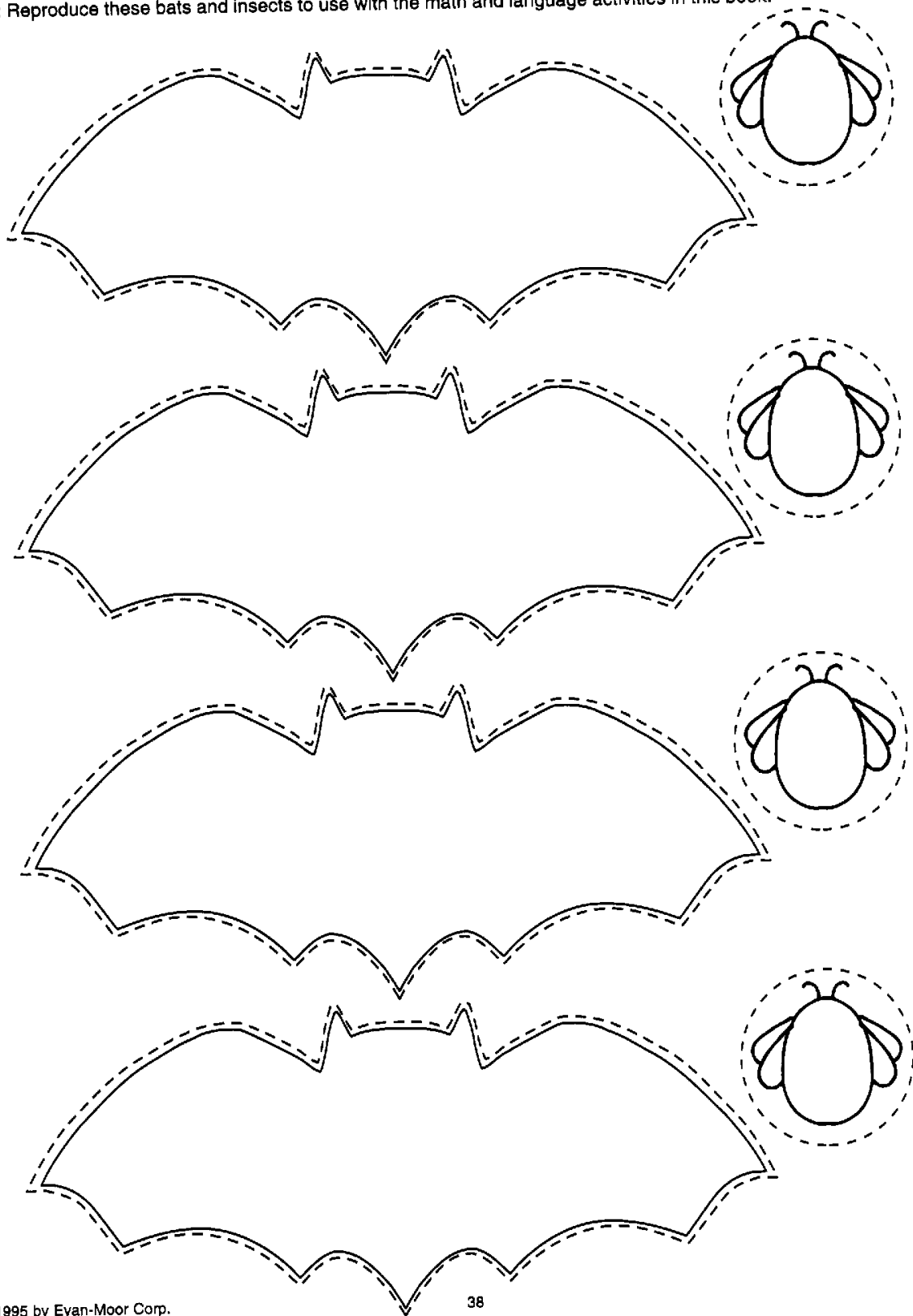
Ask students to generate a class list of the main kinds of foods bats eat and take note of their answers

**Microbats**

**Megabats**



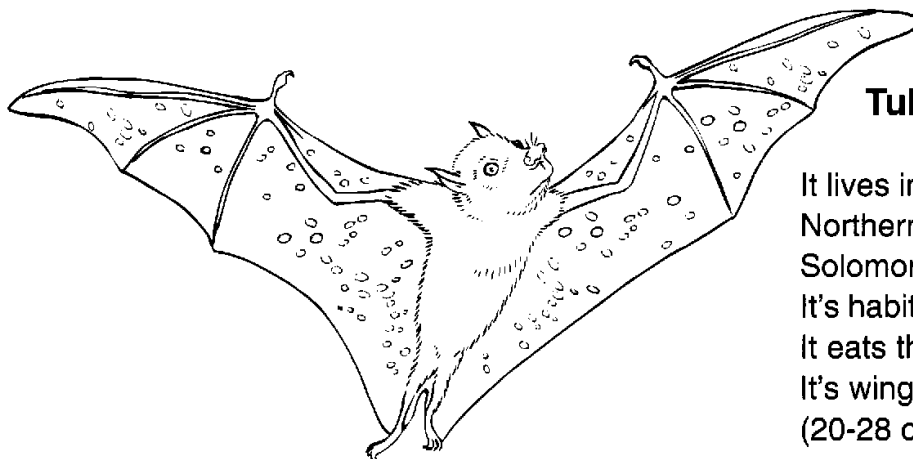
Note: Reproduce these bats and insects to use with the math and language activities in this book.



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Bats



### **Tube-nosed Bat**

It lives in New Guinea,  
Northern Australia, and the  
Solomon Islands.  
It's habitat is forests.  
It eats the juice of fruit.  
It's wingspan is 8-11 inches  
(20-28 cm).

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### **Vampire Bat**

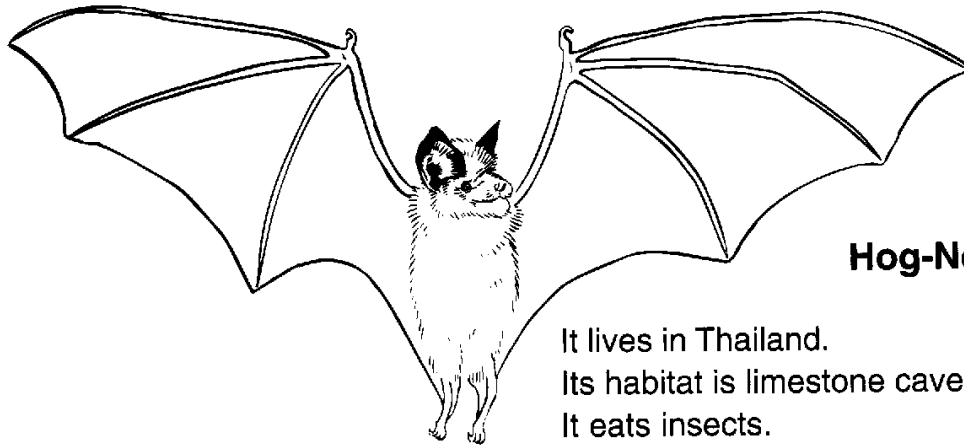
It is found from Mexico to parts of  
South America.  
Its habitat is forests.  
It eats blood.  
Its wingspan is 6-7 inches (15-18 cm).

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### **Yellow-shouldered Bat**

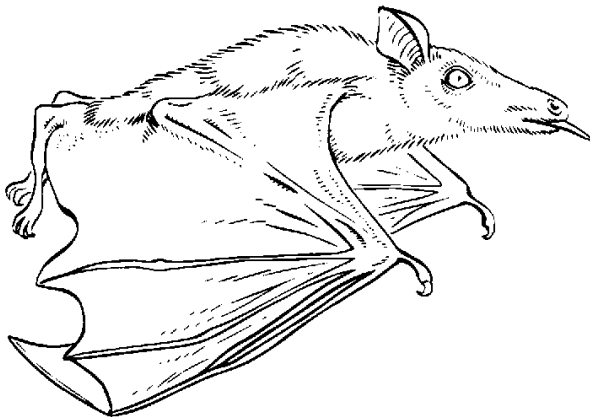
It is found from Mexico to  
South America.  
It's habitat is lowland  
forests.  
It eats mice, birds, and  
small bats.  
It's wingspan is 9 1/2 - 10  
inches (23-25 cm).



### **Hog-Nosed Bat**

It lives in Thailand.  
 Its habitat is limestone caves.  
 It eats insects.  
 Its wingspan is 7 1/2 - 9 3/4 inches (19-25 cm).

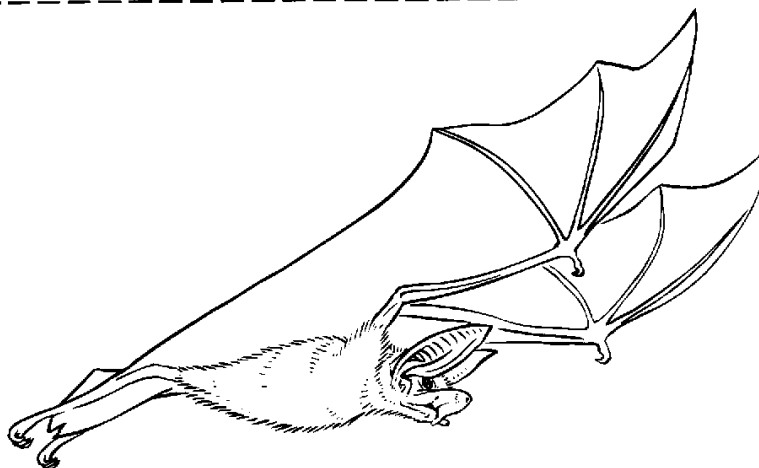
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### **Long-Tongued Bat**

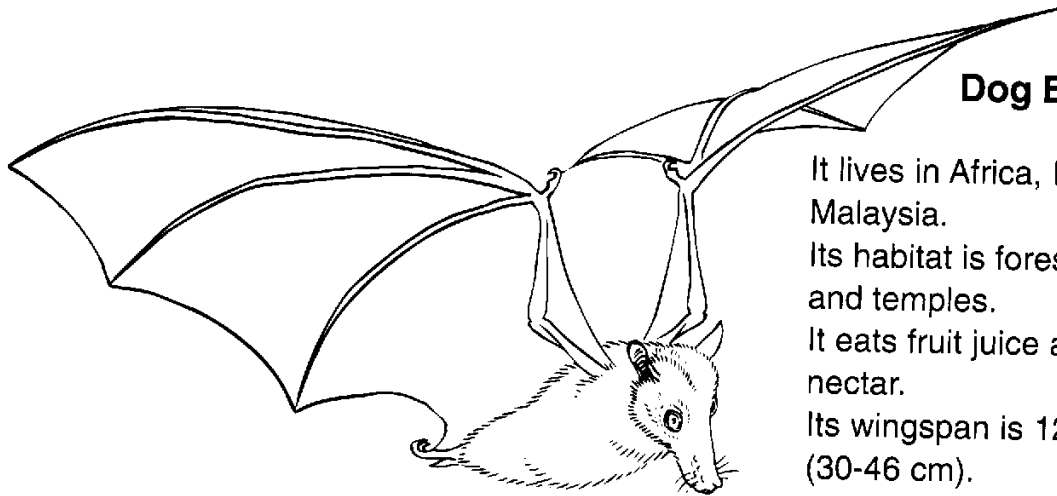
It is found from Mexico South America.  
 It's habitat is woodland areas.  
 It eats pollen and nectar.  
 Its wingspan is 8 - 9 1/2 inches (20-24 cm)

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### **Fisherman Bat**

It is found from Mexico to Argentina and in the Antilles and Trinidad.  
 Its habitat is forests and mangrove swamps.  
 It eats fish.  
 Its wingspan is 11-12 inches (28-30 cm).



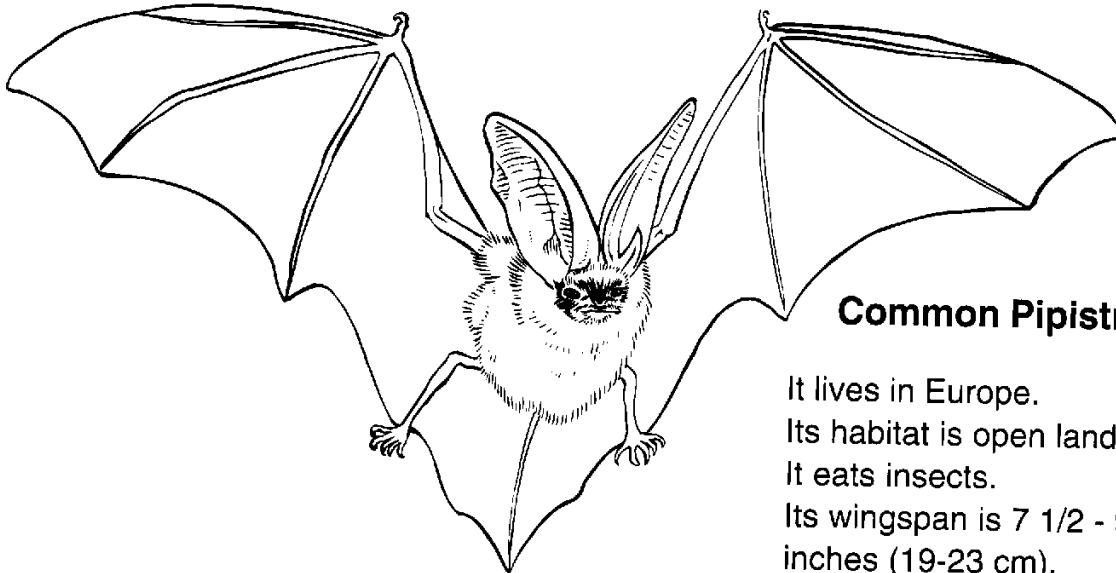
### **Dog Bat**

It lives in Africa, India, and Malaysia.

Its habitat is forests, tombs, and temples.

It eats fruit juice and flower nectar.

Its wingspan is 12-18 inches (30-46 cm).



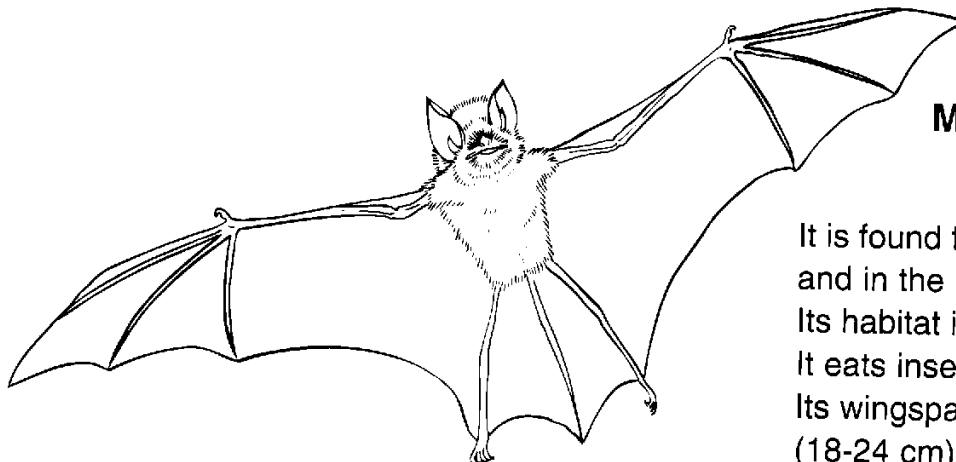
### **Common Pipistrelle**

It lives in Europe.

Its habitat is open land areas.

It eats insects.

Its wingspan is 7 1/2 - 9 inches (19-23 cm).



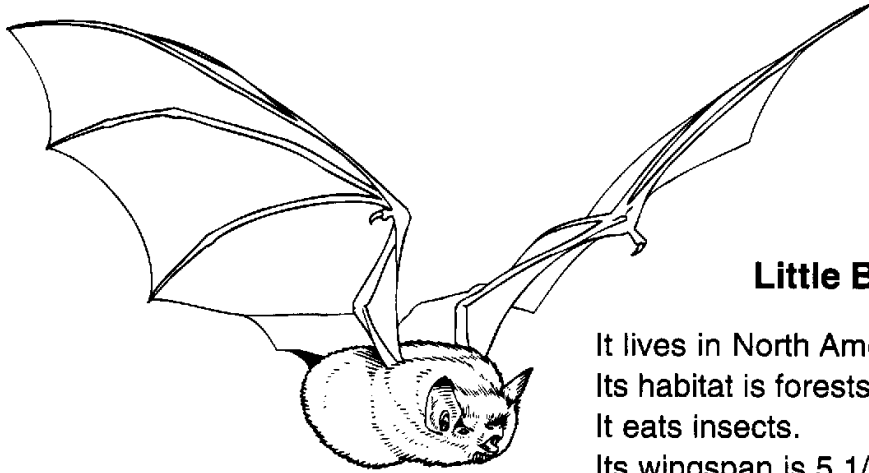
### **Mexican Funnel-eared Bat**

It is found from Mexico to Brazil and in the Lesser Antilles.

Its habitat is tropical lowlands.

It eats insects.

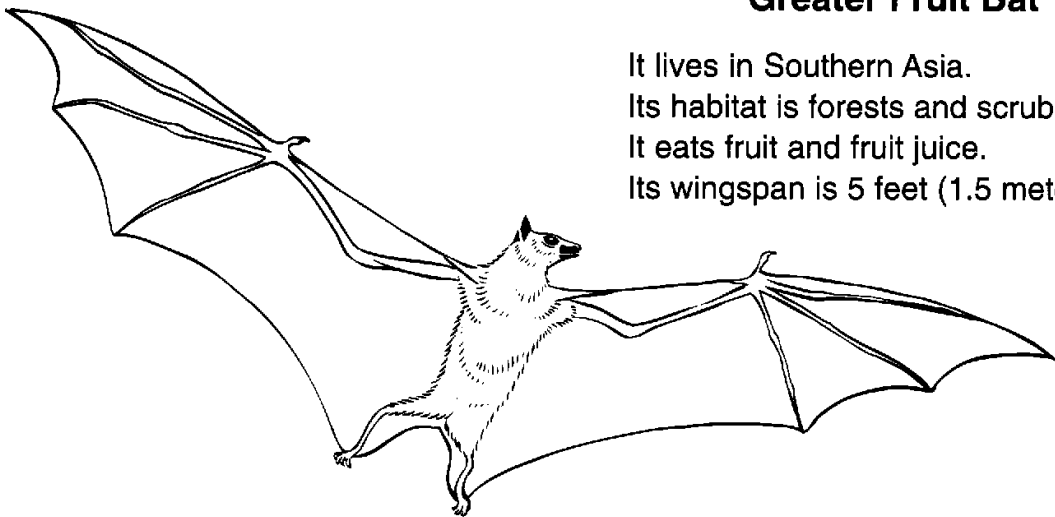
Its wingspan is 7-9 1/2 inches (18-24 cm).



### **Little Brown Bat**

It lives in North America.  
Its habitat is forests and towns.  
It eats insects.  
Its wingspan is 5 1/2-7 inches (14-18 cm).

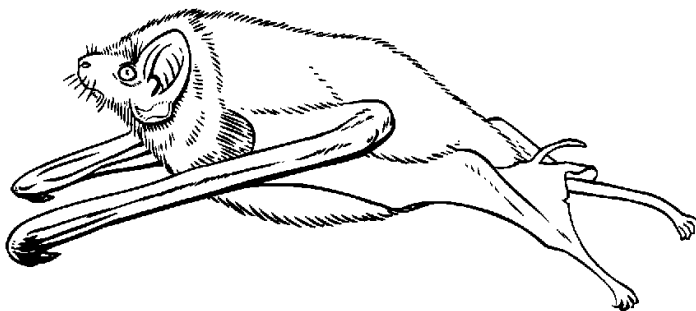
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### **Greater Fruit Bat**

It lives in Southern Asia.  
Its habitat is forests and scrub areas.  
It eats fruit and fruit juice.  
Its wingspan is 5 feet (1.5 meters).

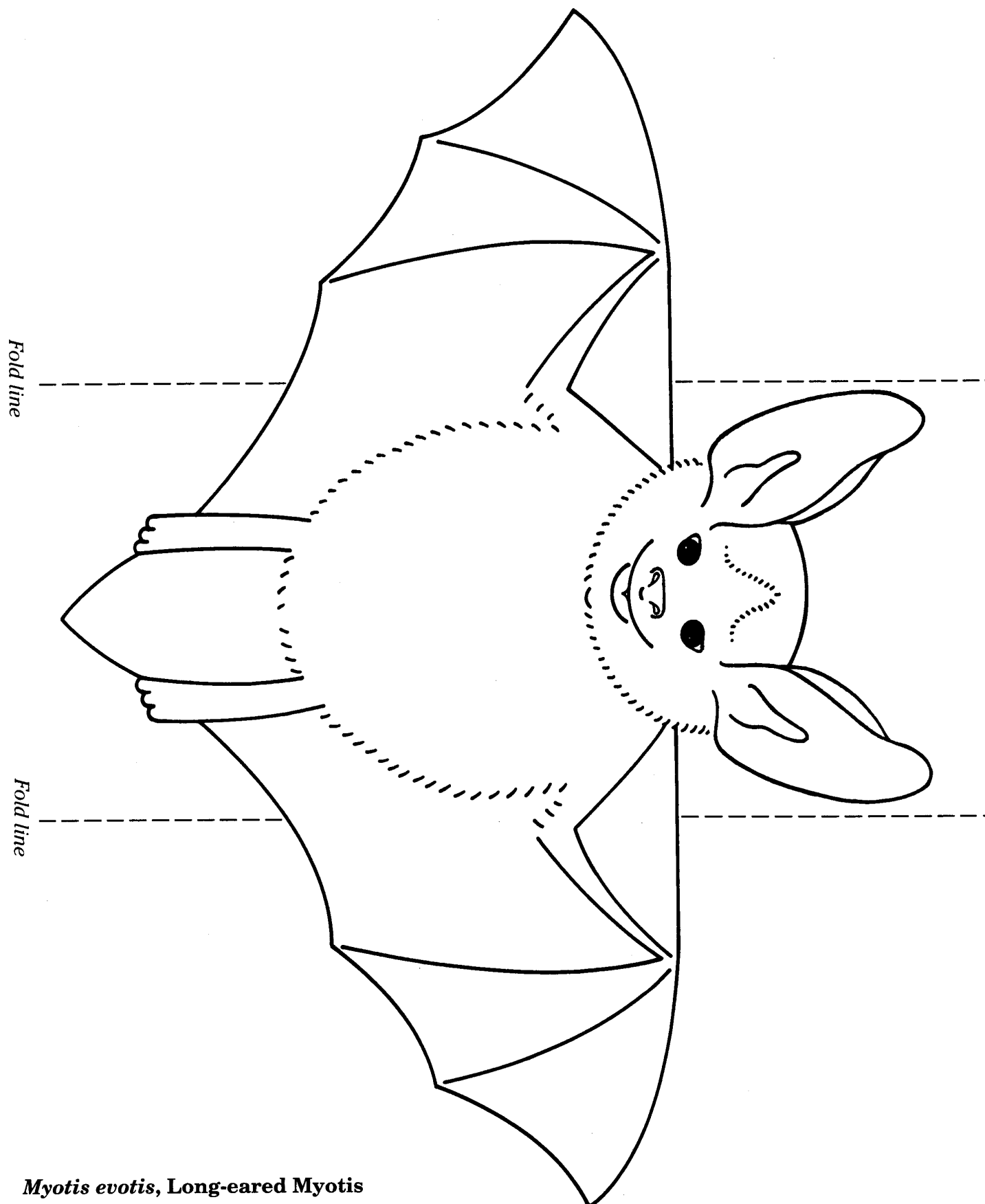
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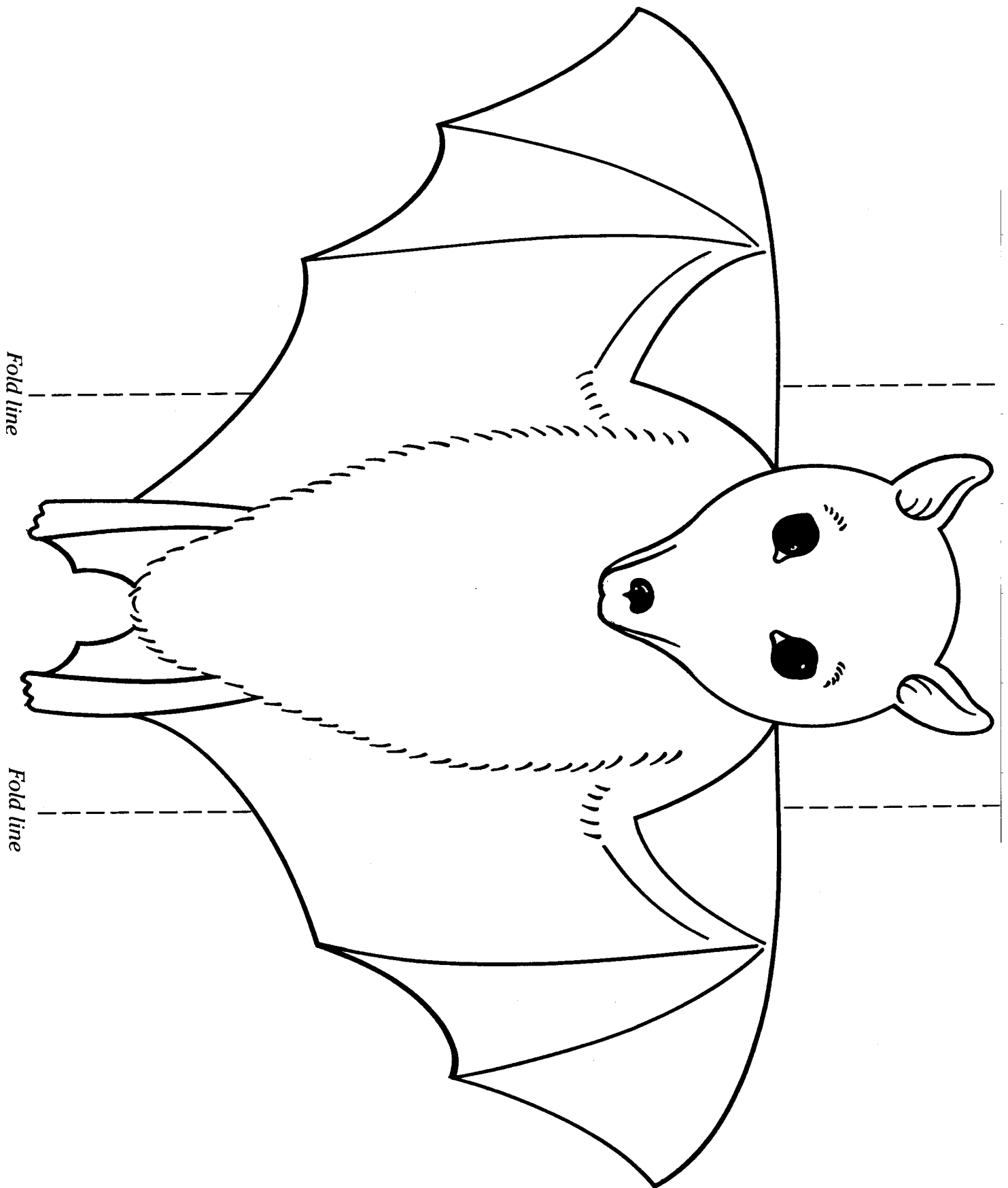
### **Northern Ghost Bat**

It lives in Southern Mexico and Central America.  
Its habitat is forests and open land areas.  
It eats insects.  
Its wingspan is 7-11 inches (18-28 cm).

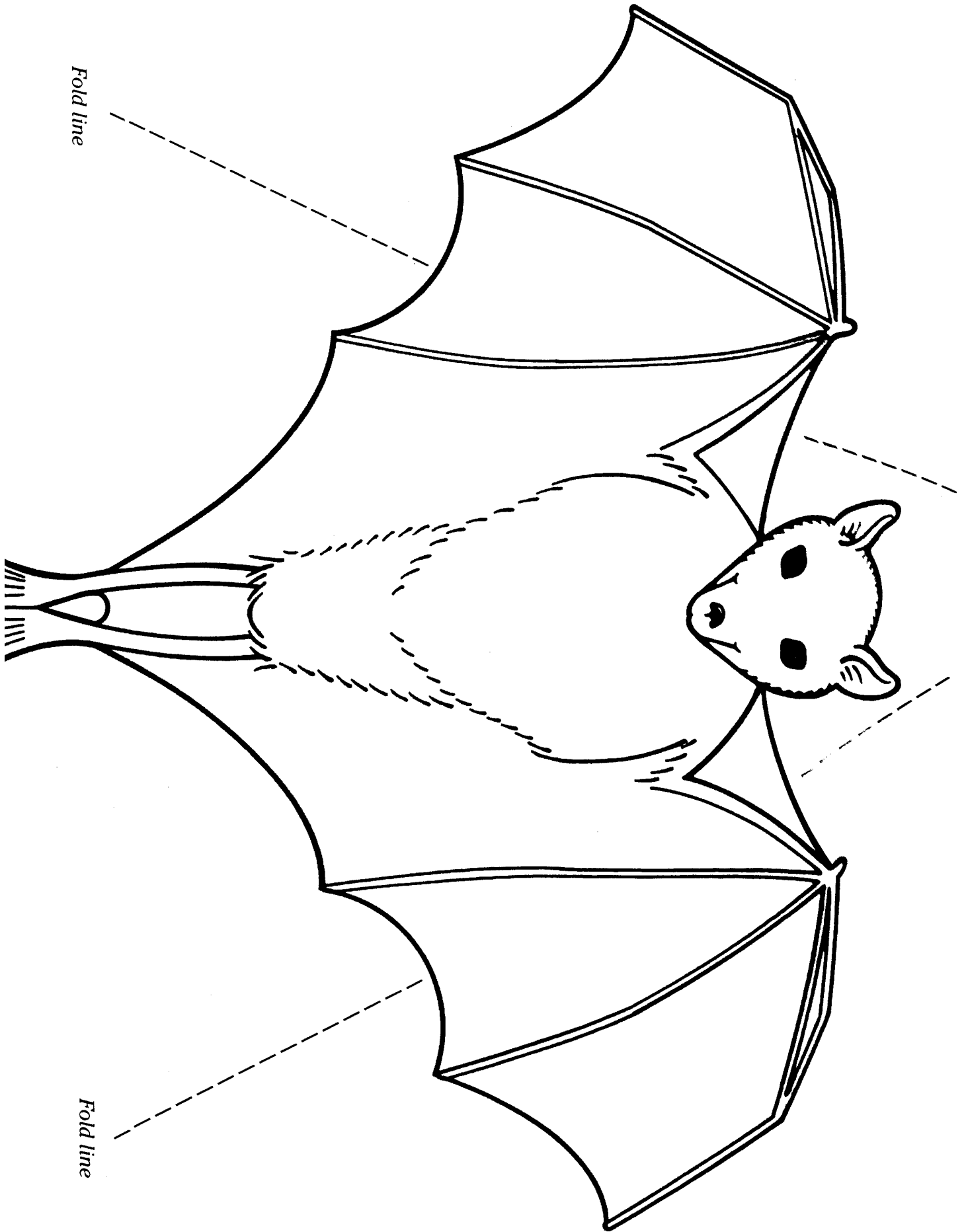




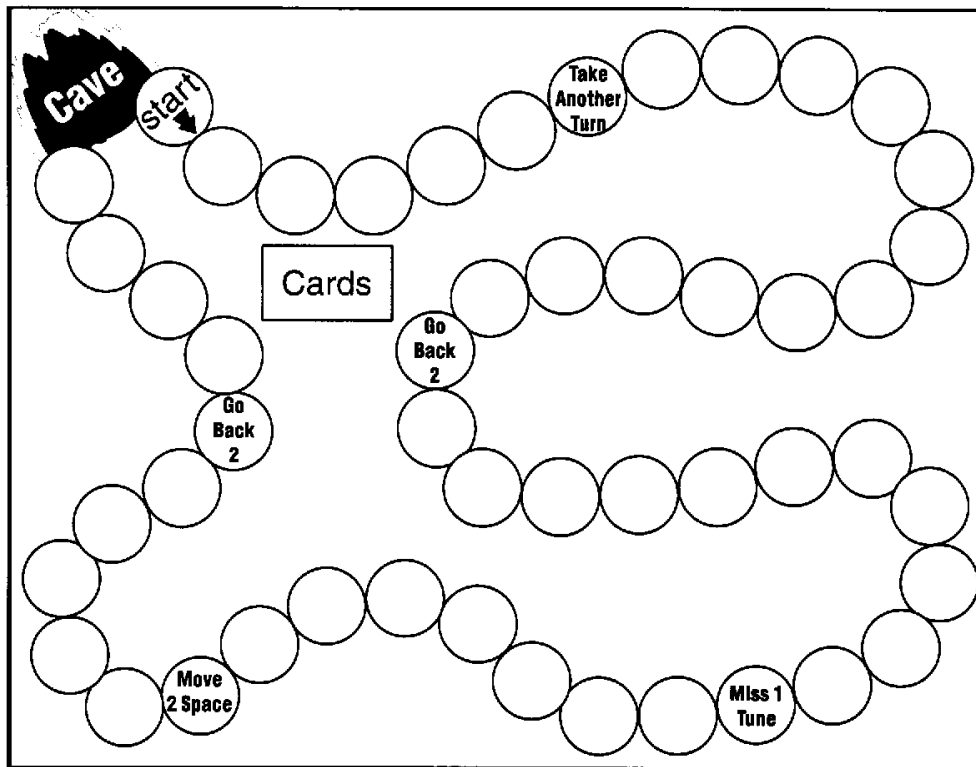
***Myotis evotis*, Long-eared Myotis**



***Eidolon helvum*, Straw-colored Flying Fox**



## How to Make the Game Board



### Cave Pattern



### Materials

- a sheet of tag or poster board
- marking pens
- copy of the cave at the bottom of this page
- pencil
- glue

### Directions

1. Color, cut out, and paste the cave to the tag.
2. Lightly sketch in the playing path with pencil. Trace the path with marking pen. Write in the statements shown in the example.
3. Reproduce the playing pieces and cards (pages 47 and 48) and answer sheet (page 48). (Or make a set of cards with questions of your own.)
4. Glue the playing pieces and cards to tag and laminate them.

Note: Reproduce these bats and cards to use with the gameboard.

### Game Pieces



1. Is a bat a bird?	2. Can a bat fly?	3. What kind of animal is a bat?
4. Are all bats brown?	5. Name one place a bat could live.	6. What does a bat do when it gets cold?
7. Do bat babies hatch from eggs?	8. What does a bat mother feed her new baby?	9. What parts of a plant do fruit- eating bats eat?
10. What do vampire bats eat?	11. What covers a bat's body?	12. How do bats hang onto tree branches and cave walls?
13. What do insect- eating bats use to find food?	14. What do fruit- eating bats use to find food?	15. How are bats helpful to our world?